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BOOKS FOR THE WORLD OF TOMORROW



BOOK WEEK

November 16-22

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The American Teacher

OUR READERS SPEAK UP

WHY NOT REGIONAL WORKSHOPS?

I SPENT two weeks this past summer at the Wisconsin School for Workers at the University of Wisconsin. My impressions are so vivid and enthusiastic that I wish to express them to you with the hope of stimulating enough interest among our Guild members to help establish a similar institute in New York State. This cannot be accomplished without the strong support of other labor groups. But if we agree that "numbers" are essential to the successful structure of a union, would it not be worth more to educate these numbers to realize the dignity of the worker (which includes teachers), and to train him to fight intelligently for the consideration due him?

It is not adequate to have well-trained leaders. The rank and file, too, must be capable and well-informed so that our leaders of the future will be given the necessary support to meet the problems of tomorrow with greater wisdom and efficiency. I wish to emphasize that teachers must realize that they, too, are part of the labor movement and as such must be schooled to find out how to function best. Their snobbishness and timidity to join organizations affiliated with labor have been the cause of the continued wretched conditions in our educational system and inadequate teachers' salaries throughout the country. We teachers need "re-education" and a more articulate training to voice our needs. Only through a basic understanding of the industrial society in which we function, only through a knowledge of the problems that confront labor, can we hope to create a desire to improve the inequities that exist. At least a partial answer is—Workers' Schools!

The Wisconsin School for Workers, under the leadership of Dr. Ernest E. Schwarztrauber, is efficiently organized along this line. The courses are conducted by teachers trained and experienced in the labor movement. The method used in the classroom is informal discussion, and student participation is the technique employed. Teachers live with the students and discussions are carried over at any time. No examinations interfere with the interchange of ideas and experiences.

This is a typical day at the school. The day begins with breakfast at 7:00 A.M. A delightful walk along the shore of beautiful Lake Mendota brings you up the hill to classes beginning at 8:00. Courses are over at noon. After lunch one can swim, sunbathe or just talk at the popular "bull sessions," generally held out of doors. Evenings are given over to movies, folk dancing, lectures by visitors, or participation in the various activities arranged by the University for all students. On Sundays arrangements are made for trips to the famous Wisconsin Dells, a boat ride on the beautiful lake, a visit to the Capitol and museum, or a picnic to a near-by park.

The most unusual feature, I found, was having the opportunity to talk to teachers from the Midwest, South, and West. We each realized how much we all had in common, namely, an urgent desire to familiarize ourselves

with Organized Labor in general, and not only with the problems unique to teachers. Whenever possible we sat in at the classes of the United Automobile Workers and of the I.L.G.W.U., the two other groups attending the institute with the American Federation of Teachers. It was stimulating, too, to come face to face with the officers of the AFT. Irvin Kuenzli, our secretary-treasurer, and Arthur Elder, Carl Benson, Meyer Halushka, and Lettisha Henderson, vice-presidents of the AFT, spoke to us. Some stayed for several days so that many teachers had the opportunity to talk to these experienced leaders in private sessions on how to cope with local problems intelligently.

One of the highlights was a course given by Dr. Selig Perlman, Professor of Economics of the University of Wisconsin staff, who spoke on the "World Scene in 1947." Another was the intensive discussion, under the capable guidance of Frances Comfort, on democratic procedures in education.

To me the two-week session was a revelation. Similar institutes established more extensively can have far-reaching results. This type of adult education is a necessity in our democratic society. Now the question is: Can we have a similar type of school for people in the East, who may find the distance to Wisconsin a barrier?

MILDRED GEBINER, Local 2, New York City

A number of comments from other members who attended the 1947 AFT Workshop are being reserved for publication when announcement is made of the 1948 Workshop.

IS TEACHER A "SOURPUSS"

One of our readers in New Hampshire wrote to us calling attention to an excellent article by Dorothy Thompson explaining why teacher is sometimes a "sourpuss." The article, which appeared as one of Dorothy Thompson's regular columns, listed the following among the causes for the unpleasant disposition which some teachers develop:

1. Continual nervous tension about next year's contract.
2. Absolute dictatorship of superintendents and principals, usually owing their positions to political pull.
3. Lack of parent cooperation.
4. Favoritism on the part of administrators.
5. Failure to consult with teachers.
6. Gap between professional theory and reality.
7. Fear of illness.
8. Failure to support teachers in disciplinary decisions.
9. Immense amounts of extra-curricular work diverting teachers' time and attention, and without compensation.
10. Hall duty.

Letters of general interest will be published from time to time as space permits.

November, 1947

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AFT Executive Council Carries Out Convention Mandates

ANYONE who has read in our October issue the seventeen pages in which were condensed most of the resolutions and recommendations adopted by the AFT convention in Boston will realize that the work of the delegates was so extensive and so thorough that there was little unfinished business to turn over to the new Executive Council when it met for the first time on August 23, the day following the adjournment of the convention.

Committee Reports Considered

Almost all the convention committees had completed their reports: there were left for consideration by the Council only the report of the committee on officers' reports and part of that of the committee on legislation.

Delegates to AFL Convention Selected

The only other unfinished business was the selection of the delegates to represent the AFT at the AFL convention in San Francisco October 6

to 17. As the five AFT delegates, the Council chose President Joseph F. Landis, Secretary-Treasurer Irvin R. Kuenzli, Washington Representative Selma Borchardt, Vice-President Arthur Elder, and John Fewkes, president of Local 1. As alternates they selected John Connors, John Eklund, Ruth Dodds, and Elmer Miller.

Convention Recommendations Carried Out

A large part of the Council's two-day meeting was devoted to the consideration of ways of carrying out various recommendations adopted by the convention.

One of the convention resolutions directed the Council to "have prepared a simple, effective, and liberal interpretation of the root causes of inflation and depression, together with a study of the manipulation of money and credit, and make these findings of fact and proposed remedy available to the membership." This important assignment was turned over to the AFT committee on



POST-CONVENTION MEETING OF A.F.T. EXECUTIVE COUNCIL

Clockwise around table, starting at extreme left: Carl Benson, Joseph Landis, Elmer Miller, Irvin Kuenzli, Max Wales, Rebecca Simonson, Natalie Ousley, John Eklund, Selma Borchardt, Arthur Elder, Lettisha Henderson, Irving Fullington, Meyer Halushka, Mary Cadigan, E. Robert Leach, Mary Moulton.

taxation, with the request that a report of progress be made at the December meeting of the Council.

Since the convention recommended that the AFT should issue a handbook on publicity and public relations, the Council voted to ask the Detroit local to set up a committee to prepare the handbook.

In order to carry out the directions given concerning the reporting of the convention, the editorial board of the *AMERICAN TEACHER* was asked by the Council to examine the mimeographed material given to the delegates during the convention and also the summary of conven-

tion proceedings, issued shortly thereafter, with a view to determining to what extent these materials provided all the information requested in the recommendation adopted by the convention.

A subcommittee of the Council was appointed to consider how to carry out the recommendations made by the convention concerning the compiling of the history of the AFT and its locals. This subcommittee suggested that:

1. A committee working in cooperation with the national office be set up to prepare the history.
2. Statements be obtained from members who participated in the founding of the AFT, and records of the early history of the organization be compiled wherever they are available.
3. Letters be sent to all locals (a) requesting the setting up of a committee or the designation of an individual to be responsible for obtaining material on the history of the particular local and (b) suggesting that records of current events and files which would be of value in any future undertaking of this sort be compiled.

Since a number of delegates and several committee chairmen had expressed the opinion that it would be helpful to have available a statement of AFT policies on major issues, the Council decided that as a first step there should be prepared a statement of the AFT position on the most important problems discussed at the 1946 and 1947 conventions. In addition the suggestion was made that as a long-run project one of the state federations might be asked to formulate a statement on AFT policies throughout the history of the organization.

AMERICAN TEACHER RECEIVES AWARDS OF MERIT

Winners of the 1947 awards of merit of the International Labor Press were announced at its convention in San Francisco in October. One hundred and sixteen labor publications were judged by the Committee on Awards.

The *AMERICAN TEACHER* received the second award in editorial excellence and the same for the best art or pictorial front page among the monthly magazines of international unions. The first awards in the two categories were received, respectively, by the *Machinists Monthly Journal* and the *Retail Clerks Advocate*.

In accordance with convention action the Council voted that the AFT should apply for affiliation with the International Federation of Teachers of Secondary School Teachers. (The AFT is already affiliated with the International Federation of Teachers Associations, an organization composed largely of elementary school teachers.)

Committee Chairmen Appointed

One of the most important duties of the new Executive Council was to appoint chairmen for the standing committees. As soon as acceptances have been received from the persons who were asked to serve, the list of committee chairmen will be published in the *AMERICAN TEACHER*.

Areas Assigned to Vice-Presidents

Areas were assigned to the newly elected AFT vice-presidents as follows:

Carl A. Benson—Ohio, West Virginia.

Selma M. Borchardt—Delaware, District of Columbia, Maryland, Virginia.

Mary Cadigan—New England.

John M. Eklund—Arizona, California, Colorado, Nevada, New Mexico, Utah, Wyoming.

Arthur A. Elder—Michigan, Wisconsin.

Irving E. Fullington—Alabama, Louisiana, Mississippi, Tennessee.

Meyer Halushka—Chicago and Northern Illinois.

Lettisha Henderson—Minnesota, North Dakota, South Dakota.

E. Robert Leach—Indiana, Kentucky.

Elmer Miller—Idaho, Montana, Oregon, Washington.

Mary Moulton—Arkansas, Kansas, Missouri, Nebraska, Oklahoma, Texas.

Natalie Ousley—U. S. at large.

Rebecca Simonson—New Jersey, New York, Pennsylvania.

G. Y. Smith—Florida, Georgia, North Carolina, South Carolina.

E. Max Wales—Southern Illinois, Iowa.

Colorado Chosen for 1948 Convention

In accordance with what seemed to be the wishes of the convention delegates, the Council voted that Glenwood Springs, Colorado, should be the place in which the next AFT convention would be held. Glenwood Springs is approximately 150 miles west of Denver. It is planned to hold the convention during the week following July 4.

AFT Commission to Continue Its Work

The Council is pleased to report that under the able leadership of Dr. Floyd Reeves the AFT Commission on Educational Reconstruction will continue its work throughout the 1947-48 school year. (Arrangements have now been completed for the publication of *Goals for American Education*, the book prepared by the Commission.)

President Landis to Visit Locals

The Council voted that President Joseph F. Landis should ask for a leave during the first semester of the 1947-48 school year and use the opportunity thus provided to assist in organizing new locals, to help locals with their problems, and to address meetings arranged by the locals.

Council Selects Executive Committee

To make possible the speedy and effective implementation of AFT policies the Council again chose as its Executive Committee the following members: President Joseph F. Landis, Secretary-Treasurer Irvin R. Kuenzli, and Vice-Presidents Selma Borchardt, Arthur Elder, Irving Fullington, and Lettisha Henderson.

Would You Like to Correspond With a German Teacher?

Marion Edman, Head of Elementary Education, Office of Military Government for Bavaria, writes that she has received a considerable number of requests from German teachers who would like to correspond with American teachers. "Since I believe this would be a fruitful means of helping German teachers to understand better the way schools function in a democracy, I should like to call on your organization for help in getting names and addresses of American teachers who would be interested in carrying on this kind of correspondence with teachers here."

Teachers who would like to participate in this project should send their names and addresses to Miss Edman, Head of Elementary Education, Office of Military Government for Bavaria, Education and Religious Affairs, APO 407, Munich, Germany. They should also indicate whether correspondence can best be carried on in English or in German. A number of German teachers can write English, says Miss Edman, but the greater proportion would probably prefer to write in German, although they would find ways to arrange for translation of both their own letters and those which they receive.

Miss Edman will accept the responsibility for setting up in Germany a committee of teachers through which the project can be cleared.

WASHINGTON NEWS LETTER NO. 1, 1947-48

By SELMA BORCHARDT

AFT Vice-President and Washington Representative

September 29, 1947

DURING the last year, 44 state legislatures enacted laws which will raise educational standards in their respective states. Some dealt with salaries, some with pensions, some with size of classes, some few with curricula.

Salaries

Most of them raised teachers' salaries by providing either cost-of-living bonuses or by enacting better salary laws. In addition, the political subdivisions in the several states also added considerably to teachers' salaries. Teachers will be paid more next year. But, we may ask:

1. Will the cost-of-living bonuses become a part of the salary, the following year? (i.e. Will teachers retain their temporary gains?)
2. Will these state and local increases be used as a talking point to defeat federal aid? (See the reference to the letter to the governors.)
3. Will the state increases in salaries raise professional standards? (Only Nevada expressly provided, at this time, for even "an effort to eliminate emergency certificates.")
4. To what extent were these salary increases combined with merit rating provisions which in themselves are an attack on tenure?
5. Do the new salary scales tend to lessen or to widen "the salary distance" between teacher and administrator?
6. What is the increase in *real wages* paid teachers now as compared with 1939?

These are but a half dozen of the many questions we may ask. It would be well if our locals would send answers to these questions to the Research Department of the AFT.

Pensions

In 27 states laws were enacted which put teachers' pension systems in far more social form. It is to be regretted that the U.S. Office of Education does not gather, compile and keep current this basic sort of educational datum. Perhaps, some locals will wish to get their senators and congressmen to have the Appropriations Bill *expressly require* the U.S. Office of Education to gather data on salaries, pensions, etc.

Size of Classes

While there is a slight question about the propriety of having a legislature fix the size of classes, it is interesting to note that two states, Maryland and Arkansas, placed a maximum on "an average of 30 pupils per class."

Women Teachers

The recognition of women—including women teachers—as *persons* is shown in the enactment of laws in two states prohibiting the dismissal of a woman teacher because of marriage. A number of state courts and federal courts have long held that where the state tenure law expressly provides that a teacher can be dismissed only for immorality and inefficiency *and there is no state law or rule prohibiting teachers from marrying*, marriage is not grounds for dismissal.

Legislative Controls on Curricula Content

There is of late a new impulse to the movement to have legislative control of curricula. It does seem strange that those groups and those individuals who most strongly advocate legislative control of curricula are themselves, they say, opposed to totalitarian government. But they appear to be completely insensitive to the fact that legislative control of curricula, for which they ask, would in itself be a manifestation of totalitarian government. And where would it lead? Surely Communist Russia provides by dicta precisely what should be taught and so does Fascist Argentina; so did Nazi Germany and every other totalitarian nation whose form of government we abhor.

It is to be hoped that the hysteria so prevalent in the 20's and early 30's will not again grip us. A study was made of this manifestation of community hysteria some time ago and copies may be had by locals whose members are interested in studying restrictive educational legislation in light of the social implications of such restrictions.

In the next legislative year, it is to be hoped

that our locals will report all education bills to our Research Department, while these bills are before the legislature.

FEDERAL AID

Now as to federal aid: Yes, even though Congress is not in session, something has happened.

On September 15, the House Committee on Education and Labor sent to all of the governors a questionnaire on federal aid. The governors were asked in effect: "Do you want federal money without strings attached? Do you need money now? Is your state doing all that it can for education?" Actually, figures show that practically all of the states are not doing anywhere near all they can do. Then why are "such sweet and gentle" questions asked?

There is a division of opinion in Washington on this point. Some say, "It's a delaying action; the Committee can't act until most of the answers are in, and some states will stall." Others say, "Naturally, every governor would have to say that he'd welcome money without strings. The letter is simply a false front to build up the case for federal aid." Almost all informed persons agree that the purpose of the letter and the questionnaire which accompanies it is not limited to the words in these communications, but probably to the use to which the communi-

cation will be put by the committee members.

Surely, this letter to the governors shows that there's considerable wire pulling on this subject and that the more emphasis that will be put on the differences among the groups wanting federal aid, the less likely we are to get federal aid.

OUR FIGHT ON THE TAFT-HARTLEY BILL

When the Taft-Hartley Bill was passed, over the President's veto, the AFL announced that it would fight the law both in testing its validity and in seeking its repeal. Shortly after it became law, many of its exceedingly bad features were recognized even by the men in Congress who had voted for it.

Senator George Aiken of Vermont and Senator Carl Hatch of New Mexico introduced a bill into Congress even before the very Congress which had enacted the Taft-Hartley Bill into law had adjourned. This bill would repeal that portion of the Taft-Hartley law which wipes out freedom of the press.

In the meantime, many other of the unworkable parts of the law have been under attack. A number of cases testing some of the most ruthless restraints upon the free trade union movement are already in the Courts.

(Continued on page 19)

AFL Convention Adopts Resolutions Supporting AFT Policies

As this issue of the **AMERICAN TEACHER** was about to go to press the following telegram was received from Secretary-Treasurer Irvin R. Kuenzli, one of the AFT delegates to the AFL convention in San Francisco:

The 1947 convention of the American Federation of Labor meeting in San Francisco took strong action today in favor of a program of at least \$1,000,000,000 for federal aid to education. The convention pointed out that this amount is less than seven per cent of the total of more than \$15,000,000,000 spent annually in the United States to pay the costs of crime and delinquency, and that the lack of a federal aid program is one of the most costly deficiencies in the structure of our

democratic society.

The convention adopted resolutions emphatically condemning teacher rating schemes as a basis for determining teachers' salaries. The education program adopted included also support of better teacher tenure laws, a minimum salary of \$3000 for teachers, establishment of a federal program of workers' education, cooperation with UNESCO, and teaching of international friendship as a basis for world peace.

Union Teachers in England and Ireland

By DAVID C. WILLIAMS, Local 438

Director of the London Bureau of the Union for Democratic Action

I WAS delighted to fulfil the request of the Executive Council to represent the American Federation of Teachers at the annual conferences of the English and Irish teachers, even though it meant a most strenuous week for me. The National Union of Teachers was scheduled to meet at Scarborough on the Yorkshire coast from April 5th to 11th, and the Irish National Teachers Organization at Cork on the South Coast of Ireland from April 8th to 11th.

What particularly pleased me was the opportunity to establish new international ties for the AFT and to renew old ones. The AFT last sent a fraternal delegate to the National Union of Teachers in 1939, and has never before sent one to the Irish National Teachers Organization. I was also eager to learn what I could about education in the two nations; but I must make it clear that the comments I shall give are my own, and not to be attributed to the two organizations.

Scarborough is an elegant little city, closely associated with the well-known literary family of the Sitwells; it appears in several of their books. The Conference was held in a pavilion by the sea; it was a tremendous place, and it needed to be, for there were 2500 delegates, not counting many visitors.

It was a historic occasion for the N.U.T. For one thing, it marked the final appearance of Sir Frederick Mander, General Secretary since 1931. For another, it came immediately after the school-leaving age had been raised from 14 to 15, on April 1. To Americans, this may seem a modest step, but to the hard-pressed English it constitutes a real act of courage and faith. The age of 14 was established in 1918, and according to an Act of 1936 was to be raised to 15 on September 1, 1939—the very day that Hitler invaded Poland.

Now, with many schools damaged or destroyed by the blitz, with teachers in critically short supply, and with industrial manpower badly needed, the Labour Government, ignoring much criticism from the opposition, pressed ahead with this great reform. It will certainly not bear its full fruit until school buildings are more adequate than they are, and I fear that the recent crisis will

force a great slowdown in the construction program.

Many Americans know that England has had a double educational system—one of privately-financed schools for those who can afford them, another of government schools for those who can't. Of the private schools, the best known are those which the English illogically call "public schools": Eton, Harrow, and the like. They are at the very base of the class system which has prevailed in England for many generations.

The Government's objective is a single educational system for all classes. But it wants to achieve that objective without infringing on individual liberties. Hence, rather than prohibiting private schools, it is seeking to raise education in the government schools to something like the same level. At the same time, it was felt that the private system would wither away fairly soon. The operating costs of private schools have gone up, and the fees charged to parents have risen with them; meanwhile, the highest taxes in the world have cut deeply into individual incomes (there are only 70 people in all Britain who had last year a net income of \$24,000 after taxes). Hence it was felt that the patronage of private schools would rapidly decrease, and the schools themselves, in order to salvage their investment, would one after another seek incorporation in the government system.

This has not happened nearly as rapidly as expected. What everyone had failed to realize was how many sacrifices the average middle-class family would willingly make in order to send its children to private schools. In part, this is sheer snobbery. In part, it is a shrewd calculation that, still and yet, the private school graduate finds it easier to get ahead in business and the professions. In part, it is a reflection of the degree of under-equipment in the government school system. For example, I send my children to the London County Council school. The teachers are excellent, but when I see the overcrowded classes, and the blitzed, dirty, and ill-equipped building, I wonder whether I am right, or whether I should send them to private school. Many Labour M.P.'s (even those who are most



● RONALD
GOULD

New General
Secretary of the
National Union
of Teachers of
England.

notorious as "leftists") send their children to private school. I think, however, that in the long run the government system will prevail.

One of the most encouraging things about English education is the quality of teachers who are coming into it through the emergency training courses. They include not only enthusiastic ex-servicemen and women, but people who have been successful in other walks of life, yet feel a real vocation for teaching and are taking the opportunity to shift into that field.

In the National Union of Teachers, our English colleagues have a powerful instrument for the further improvement of their profession. Its membership has reached 170,000 and is steadily growing; it includes well over 80% of those eligible. The new General Secretary, Mr. Ronald Gould, is not the accomplished orator that Sir Frederick Mander is. But he has great abilities and experience, and his appointment has been widely welcomed. Particularly, it is felt that he may take a rather keener interest in close relations with the Trades Union Congress.

A motion for the affiliation of the N.U.T. with organized labor stood on the agenda, but too far down to be reached. My own feeling was that the N.U.T. is some years away from this step. Nevertheless, events may force a more rapid approach. The National Association of Local Government Officers, the only other large independent union in Britain, shows signs of joining the Trades Union Congress; if it does, the N.U.T. will be left in splendid isolation.

Labour sentiment among the rank and file is growing, and the National Association of Labour Teachers serves a useful role as a "ginger" group. A number of Labour M.P.'s are members of the Union, including a cabinet member, Chuter Ede, and the past president of the N.U.T., Ralph Morley.

Many fraternal delegates were present from

overseas; the countries represented were France, Holland, Norway, Sweden, Denmark, Czechoslovakia, the Irish Free State, Belgium, and Luxembourg. They were keenly interested in the American Federation of Teachers, and I had an opportunity to explain to them (in English and French!) the history and objectives of our organization.

I had to leave early in order to reach the Irish conference before it closed. It was an hour's airplane journey from London to Limerick, but here my troubles commenced. Since the fuel crisis, hardly any English coal had gone to Ireland. The result was that supplies were adequate only for one train to go in each direction a day, stopping at every village for mail and milk. Arriving at four in the afternoon, I found the only train left at ten, and reached Cork (forty miles away) at six in the morning.

Only the warmest welcome by Mr. T. J. O'Connell (General Secretary of the Irish National Teachers' Organization, and a prince among hosts) revived my failing energies. I was able to address the conference on the problems now facing American teachers. There was very keen interest, because of the many family ties between the two countries.

The I.N.T.O. is affiliated with the Irish Trades Union Congress. Indeed, it is quite a militant organization; last year the Dublin teachers were out on strike for several months, and union members all over the country paid strike levies to support them in their struggle. The Minister of Education was adamant in his refusal to meet their requests, and on October 30, they had to return to their classrooms. But the spirit of the organization remains high, and at Conference they voted to impose a new levy to build up a fighting fund for further action.

Another question I found of great interest was the compulsory teaching of Gaelic in the schools. This seems to be a by-product of the intense nationalism arising from the rebellion against England. It is successful to the extent that, at the time of graduation, the students can conduct a simple conversation in this language. Six months later, they can hardly speak a word. Indeed, as one delegate complained, "The language of Parliament and all public bodies is English, and if it were not for the sign posts and the milk-carts, with their label 'bainne ar dhiol,' we might as well be living in England." Another delegate called the whole program "an abject failure."

At the recommendation of the Executive, Conference voted to request the Government to set up a Commission to inquire into and evaluate the methods adopted during the past 25 years to revive the Irish language. I fear that this will go into the ministerial wastebasket and that Irish school children will continue to waste much of their energies in this futile and archaic enterprise.

The Irish National Teachers' Organization has almost 10,000 members. It includes almost all those eligible in the Twenty-six Counties (the Irish Free State) in both the Catholic and the Protestant schools. It has a large membership as well in the Six Counties (Ulster, or Northern Ireland), but here a rival organization enrolls the

teachers in many Protestant schools.

Mr. O'Connell retires next year, and I sensed that it would be even more difficult to imagine the I.N.T.O. without his commanding presence than it would to picture the N.U.T. without Sir Frederick Mander. Our Irish colleagues have a hard row to hoe, but they have plenty of spirit and vigor.

The welcome I received everywhere, as a representative of the American Federation of Teachers, made me feel that the effort had been very much worth while. Everyone expressed the hope that the AFT would continue and expand its contacts with the teachers of other nations, and wished us the best of luck and a rapid growth in numbers and influence in the United States.

Report of the Convention Committee On Taxation and School Finance

ABRAHAM LEFKOWITZ, Local 2, Chairman

PROFESSOR E. R. A. Seligman, one of America's tax experts, states: "A tax may have great effects. It may diminish industry and impoverish individuals; it may stimulate production and enrich individuals; it may be an unmitigated curse to society; it may be a necessary evil, it may be an unqualified boon to the community regarded as a whole." The services rendered a people by their government, the purchasing power of its citizens, the productivity and prosperity of the nation are vitally affected by the philosophy embodied in its financial policies as expressed in the principles of taxation incorporated in its tax structure.

We in the AFT believe that a government functions best which promotes the highest well-being of its citizens. Such a government will base its tax structure primarily on the principle of "ability to pay" and thereby promote prosperity.

Education is a basic state function but also a national as well as a local responsibility. Yet education in America is seriously handicapped in its efforts to develop a critical, intelligent, socially-minded citizenry capable of facing and helping intelligently to solve the complicated problems world leadership is thrusting upon them. *This is so because education has not been regarded as a first charge upon local, state and national budgets.* In fact, American expenditures for education lag far behind the expenditures of totalitarian Russia. England, shattered and torn

by war and facing unprecedented poverty, is wisely increasing its expenditures for education. They are wise enough to know there is a high degree of correlation between productivity, prosperity, and the sums expended for education. Our state expenditures furnish admirable illustration to prove this point.

Without adequate educational budgets cultural wages cannot be paid to teachers nor adequate teaching conditions established. Hence it is difficult and, in many instances, impossible to attract to teaching the ablest professionally minded, highly qualified persons capable of inspiring students to make the most of their potentialities in their efforts to secure functioning social education.

In the respective states education is financed by a multiplicity of methods, some sound and many unsound. Experience has taught us that educational efficiency, in large measure, hinges upon a sound program of state and federal aid embodying the principle of equalization of educational opportunity. This necessitates taxing wealth where it happens to be and distributing it to the areas where it is most needed. Hence, industrial areas where greater wealth is created must be more heavily taxed for the benefit of the poorer areas engaged in the production of raw material. Because that has not been done in the wealthiest country in the world, children are punished and denied the fullest educational opportunity since they have been so unfortunate

as to be born or to live in a financially impoverished area.

In the light of these basic considerations, your committee urges the convention to adopt the following basic concepts of taxation:

(1) The fairest taxes must embody the principle of "ability to pay." Such taxes are progressive income taxes, inheritance and gift taxes, corporation and property taxes. Neither income nor corporate taxes should be reduced during a period of rapidly rising prices coupled with a shortage of goods, as inflation, recession and deflation will follow. Instead the ability to pay taxes during prosperity should be used primarily to reduce our huge debt—a mortgage on the future of the American people.

(2) When tax reduction becomes desirable it should not be the indefensible across-the-board 20% or 30% reduction, because such a tax is regressive, constitutes class legislation, and is based on the anti-social principle of "to him that has more shall be given." Instead exemptions should be raised; the tax burdens on low income groups should be lightened; fair exemptions should be granted for retirement allowances and for all expenditures for education. In this manner we help maintain the high purchasing power of the masses and full employment—conditions essential to a functioning democracy.

(3) Income and corporate tax reduction must not be hastily undertaken but only in cooperation with a reorganization of our entire tax structure based upon the principle of tax integration too long overdue. When undertaken, all loopholes for tax evasion, especially by those with large incomes, should be closed. The use of the capital-gains provisions by corporate interests to evade their just tax burdens had, at one time, reached the proportions of a national scandal.

(4) The growing reliance upon consumption taxes merits our earnest consideration. The increased and unprecedented use of the sales tax should cause us considerable concern. A non-luxury sales tax is indefensible. It violates the principle of ability to pay; it is regressive and bears with undue weight upon those who live on a subsistence level; it cuts deeply into mass purchasing power; it greatly discriminates against merchants near boundaries where such taxes are not levied; it tends to the pyramiding of prices and fails to promote tax consciousness so essential to effective citizenship. Almost as bad are the nuisance excise taxes, which should be eliminated at the earliest opportunity.

(5) Your committee believes in budget balancing but upon a periodic rather than the generally accepted unsound annual basis. In periods of prosperity when taxes are easily collected, they should be heavy enough to create a surplus to be called upon when cyclical recessions set in. Only by periodic cyclical budget balancing can we avoid placing heavy tax burdens upon people when they are least able to bear them.

(6) No effective functioning of the educational machinery of the nation is possible without equalizing educational opportunity, because of the existing wealth disparities. Hence, federal and state aid to public education is necessary and must essentially be based upon the basis of need coupled with a minimum appropriation for each state. Such aid should be commensurate with the task that faces education in the atomic age and the world citizenship that now looms. We favor at least two billions additional in federal aid to the states to attract the highest type of qualified individual to teaching; to extend the school year to at least 180 days and to expand educational facilities for youth and adult. Ignorance in an atomic age spells disaster to our civilization.

(7) Except for a few states like Delaware, North Carolina, and others, our states are not bearing their full share of the cost of education. Every state should carry at least 50% of the cost of education to give vitality to the equalizing principle. Such state aid should be a basic part of the state budget and should embody the principle of equalization. In granting state aid, provision should be made to insure such aid as an addition to existing local expenditures and not in lieu thereof. Failure to so specify defeats our objective. We must be alert to oppose any departures from this principle or any attempt to tie appropriations to unsound principles like "superior merit rating."

In this connection your committee calls the attention of the delegates to the attempt of Governor Dewey of New York to set the educational clock back a century by providing for the "stopgap" financing of salary increases, not through state aid but by regressive conscription taxes. Not only are such taxes unsound but localities have refused to levy them, thus paving the way for educational chaos. The yields of these taxes are uncertain and make educational budgeting difficult. Moreover they are based upon the false assumption that areas have equal taxing ability, and strike a mortal blow at the whole

educational structure by undermining the basic equalization principle.

To make matters worse the Feinberg Salary Law provides for but 50% of the cost of financing the schools under the superior merit rating. In effect, unless teachers are rated as "superior" at the end of the 6th and 9th, 12th and 15th years, they will receive no additional salary increments. Such a plan has been tried and discarded. Why? Because it breeds superior subserviency rather than efficiency; it destroys the unity and rapport that must exist between teachers and supervisors and will inevitably destroy morale and democratic participation by teachers. So suicidal a method of financing, coupled with a rating club that will bear heavily upon courageous leadership, must be wiped out.

In considering the property tax and assessed valuation, certain phases must be called to your attention. As a guide to reasonable assessed valuation and taxation, may we stress the fact that the average property tax for the nation is about \$27-\$30 per \$1000 of valuation, and that to ensure fair equalization a State Commission on assessed valuation should be created to prevent corporate or political underassessment.

Where property is bearing too great a burden of government costs, such burdens should be reduced by increased reliance upon taxes based on ability to pay, such as income taxes. Where state constitutions contain unwarranted provisions that prove a bar to levying income taxes or insist upon making them uniform, every effort must be made to eliminate them by constitutional amendment.

Constitutional provisions that provide for a 1½% to 2% constitutional tax limitation seriously militate against the efforts of localities to extend essential service and inevitably lead to unsound financing. Organized efforts must be made to eliminate such unwise constitutional limitations.

Another recent dangerous tax trend deserves careful consideration and vigorous opposition. We refer to the tendency to ear-mark specific taxes for especially designated purposes, such as gasoline taxes exclusively for road construction and repair. Such trends will not only seriously hamper government functioning by a denial of needed financial elasticity to meet growing needs or varying government needs, but will also seriously hamper educational appropriations. Even where a sales tax is used specifically for education, not

only does such a tax constitute a dangerous violation of ability to pay, but during a recession the income from such sales taxes will be seriously cut so that drastic educational curtailments are inevitable. May we warn our teachers against the tendency to look at school finance in a vacuum instead of in its relation to the total picture. *We must see to it that educational tax gains are not made at the expense of sound financing for the rest of the public.*

Since unsound financing through bond issues at excessive interest rates constitutes an unwarranted waste of taxpayers' money and prevents expenditures for essential services, we advocate the gradual adoption of a pay-as-you-go policy. Bonds that are issued should carry as low an interest rate as possible so they may be refunded at lower interest rates.

The task of education is not only to seek to save the world from another atomic war and the possible collapse of civilization by training citizen statesmen with economic understanding and a world outlook, but also by striving to eliminate war from the minds of men, hatred from their hearts, and ignorance from their makeup, and by substituting appreciation of all cultures and sympathetic understanding for ignorance and hatred. Such an educational task will require greatly increased educational expenditures because it necessitates mental rebuilding and regeneration of peoples. If we can spend hundreds of billions for destruction, why not a few billions for the herculean task of regenerating the mind of man for peaceful constructive living?

We urge our national to help make the ideas embodied in this report the everyday knowledge of every member and help bring about the reorganization of our tax structure along the sound principles presented.

To achieve this objective we recommend the following:

1. Chairmen of committees should be informed at least two weeks before the convention meets of their selection. If they accept they should promptly receive copies of previously adopted reports to ensure program unity and growth to meet changing conditions.
2. Each local should designate a Committee on Finance to specialize on taxation and finance and to advise their members.
3. Copies of this report should be given to locals with the request that the report be explained to their members at a special meeting.

U. S. Commission for UNESCO Maps Program for International Understanding

TO give guidance to the U.S. delegation to the Second General Conference of the United Nations Educational, Scientific, and Cultural Organizations, held in Mexico City Nov. 6-Dec. 3, the U.S. National Commission for UNESCO met in Chicago in September. It urged that the agency lay aside projects whose contribution to peace is indirect or remote and give its full attention to the following: working toward educational reconstruction in the war-devastated countries; helping nations improve their basic education with a view to obtaining more nearly

equal educational opportunities for all; working to remove obstacles, physical and political, to the free exchange of ideas; continuing the analysis of textbooks; studying the possibility of setting up a world-wide UNESCO radio network; investigating, with a view to relieving, tensions that lead to war; and strengthening forces which are working for peace. The Commission also urged the exchange of farmers and other workers just as students are now exchanged between nations.

Throughout the meetings the need of practical activity to reach the average person was stressed.

RIGHT—Seven of the 10 delegates and alternates to the second General Conference of UNESCO: Charles S. Johnson, Howard E. Wilson, Helen White, William Benton, Anna Rosenberg, Milton Eisenhower, and Reuben Gustavson. Miss White, appointed by the President as one of the voting delegates, is professor of English at the University of Wisconsin and a member of Local 223 at that institution. Assistant Secretary of State Benton is chairman of the delegation.

BELOW—A committee conference at the Commission meeting held in Chicago in September. Miss Selma Borchardt, second from the left in the front row, is the official AFT representative on the Commission.



U.N.E.S.C.O. SEMINAR AT SEVRES

Education for International Understanding

By LEWIS M. LATANÉ

Mr. Latané was one of six Americans chosen to attend the UNESCO Seminar in France last summer. He is a member of Local 340, and is secretary of the AFT Committee on International Relations.

WORLD events during the summer of 1947 have not tended to increase optimism and attitudes of good will among nations. Guerilla bands were fighting in several areas and the threat of war was all pervading. In the devastated countries reconstruction has not been up to expectation. Suffering from food shortages was acute and widespread starvation was threatening. In no part of the world was recovery from the ravages of war or reconversion to activities of peace complete. Even more disturbing was the cynical acceptance of the inevitability of World War III.

It was against this background that the UNESCO Seminar Workshop on Education for International Understanding was held in Sèvres, on the outskirts of Paris, July 21 to August 30. The Paris Conference in November 1946 designated education for international understanding as one of its four basic objectives, and the Seminar was planned as an important step in initiating its work in this field. Dr. Howard J. Wilson, formerly Professor of Education at Harvard, and at present Associate Director of the Division of Education of the Carnegie Peace Foundation, was appointed director of the Seminar.

The participants were organized in small groups or committees, each of which worked on particular projects or conducted studies under the leadership of staff members. Teaching in the secondary school was the field directly envisaged, although as the study progressed other related problems of education had to be considered.

When one realizes that the Seminar was conducted by an intergovernmental agency and that the participants were all either directly or indirectly appointed by their respective educational systems the unique character of the conference becomes evident. There were no precedents upon which plans could be built. Sessions were informal and the greatest possible flexibility was allowed in carrying out the program of the Seminar. Its successful operation owes much to the vision and leadership of Dr. Wilson.

Eighty educators from thirty-one countries participated in the Seminar. There was a staff of fifteen leaders in various fields of education from six countries. Also some fifty guest lecturers visited the Seminar, many of them remaining for several days and conferring with various groups concerning problems within their respective fields. Among these guests were such distinguished lecturers as Jean Piaget, of the International Bureau of Education, Margaret Mead, of the American Museum of Natural History, Salvador Madariaga and Stephen Spender. The participants represented a wide range of experience; there were classroom teachers, administrators, teacher training directors, editors and writers.

The location of the Seminar and the physical environment were most interesting. Sèvres, adjoining the park of St. Cloud, combines historical background, artistic associations, and natural beauty, and yet it is close to the industrial life of Paris. The buildings occupied by the Seminar, "Le Centre d'Etudes pédagogiques de Sèvres," are used as a training school for teachers in the New Educational System upon which France is embarking in pursuance of the Langevin report. The participants lived and worked together there under the most pleasant circumstances and it is possible that the personal friendships resulting will be the most far reaching effects of the Seminar.

An education for international understanding that may build the foundations of peace is no simple matter of factual material or teaching techniques. Serious questions may be raised concerning each term in the expression. Three general principles need to be stressed;

1. A sense of security, both material and psychological on the part of youth, is necessary for the development of attitudes and personalities capable of wide human outlook and judgments. Aggressive racial and nationalistic movements make use of youth whose natural development is blocked. Worldwide understanding develops from integrating the individual first into the small local

community, and then extending the sentiment of belonging to ever larger groups.

2. International understanding must begin at home. Racial antagonisms and discriminations within a country are inconsistent with cooperation and goodwill on an international scale. Wherever hatreds exist there will always be the threat of war.

3. All the resources of education are necessary for any effective understanding. No one body of subject matter is sufficient. As culture and civilization transcend national lines, so the teaching of this culture if honestly done will show the contributions of many from different races and nations.

One of the purposes of the Seminar was to make a study of good practices in the teaching of international understanding. A report is to be published of the work of the various groups dealing with particular subjects. Some of the topics dealt with by particular groups were: exchange of correspondence; exchanges of pupils and teachers; teacher training; the teaching of the social studies as it may affect international understanding; the relation of the modern language class to international understanding; the use of audio-visual aids, including the editing of an annotated list of valuable films. Each national delegation reported the practices in its schools for teaching concerning the United Nations. Also each national delegation discussed the culture patterns of its various groups as they affect young people, and the implications of such culture for international understanding.

A judgment of the work of the Seminar based on the material in these reports may find that it falls very far short of the values anticipated. The very nature of the group, its international character and the variety of interests represented, militated against a concentration of energy in the preparation of a clear and consistent guide-book for the teaching of international understanding.

There are other elements of the situation this summer that put limits on the work of the Seminar. While thirty-one countries gave the Seminar an international character, it was still very far from representing one world. The fact that there were no participants from Russia means that the most serious problem of understanding was not faced. Education in Germany and Japan, a crucial and difficult problem, did not come within the purview of the Seminar.

The indirect results of the Seminar may be more far reaching than the reports on particular topics. Other international conferences on education for the study of particular topics are expected to grow out of the experiences at Sèvres. The personal contacts have been the basis for many continuing projects. The influence of the participants and staff in their respective countries will be of increasing effectiveness. In many countries planned work for popularizing the United Nations and other agencies of international cooperation will be given an impetus.

When UNESCO was established as a specialized agency of the United Nations many expected direct achievements which were not within the competence of an intergovernmental body. While there is much to be gained by coordination of the efforts of the educational systems of many countries, the problem of character training still remains a national responsibility. The international outlook of our citizens is a question of character. The report of Archibald MacLeish to the Paris Conference of 1946 closes with these words: "Without the collaboration of the member nations UNESCO can do nothing and can be nothing. Without the collaboration of the peoples who compose the member nations, the undertakings of UNESCO—undertakings which touch most nearly the lives of people everywhere—can have no reality and no true meaning." In no field is this collaboration more necessary than in that of education aimed at the development of understanding and good will, world-wide in scope.

AFT Members Participate In State UNESCO Council

In Colorado there has been set up a State UNESCO Council composed of 27 members, three of whom are AFT members. These are: John Eklund, AFT vice-president and president of the Denver Federation of Teachers; Herrick Roth, secretary of the Colorado State Federation of Teachers; and Mack Easton, of the Boulder local.

More than 30 AFT members from Colorado served as delegates to the Mountains-Plains Regional Conference held in Denver last May. Representing the AFL or the AFT at this conference were AFT Vice-Presidents Selma Borchardt, John Eklund, Mary Moulton, and Max Wales.

SOME RECENT TENDENCIES IN SOVIET EDUCATION

By **GEORGE S. COUNTS**

Teachers College, Columbia University

Digest of an address delivered at the International Relations
Dinner at the AFT Convention in Boston



I AM going to discuss with you this evening, just as soberly as I can, a very sober subject: education in the Soviet Union. I believe the statesmen of the world should be studying and examining education in the Soviet Union, for the reason that what goes on in the Soviet schools may be more significant than what goes on in the educational institutions of other countries. At least, I can say this: a Soviet textbook is many times more significant than any American textbook. The reason for this statement I shall make clear in the course of my address.

I have been studying the Soviet educational system ever since the revolution. I have been over there a number of times and have spent many months visiting Soviet schools. I have followed the course of Soviet education ever since the revolution. There have been vast changes in Soviet education in the last fifteen years, in the last ten, in the last five. Important changes may take place in a single year. Such changes reveal a great deal about the Soviet Union and its tendencies.

These changes, I think, show what the long-term policies of the Soviet Union are, in so far as they are known today by the Soviet leaders themselves. We all know how difficult it is to find out what those policies are. There is no public debate on grand policy in the Soviet union.

But in order that you may sense the significance of recent changes I shall direct your attention to three basic characteristics of Soviet education.

First of all, Soviet education is profoundly social or political in purpose. Education is regarded as an instrument or weapon for the achievement of the policies of the state. As a consequence, the Russians view education far

more seriously than we do and devote to its support a much larger proportion of their national income. Complete accuracy or precision in this matter is difficult to achieve, because of the great differences in the economic systems. But I would hazard the guess that in proportion to income the Soviet Union is spending two or three times as much on education as we are.

Secondly, Soviet education is very broad in scope. It embraces a vast system of schools that reach from the kindergarten and nurseries up to the universities and higher technical schools. It also embraces all agencies for molding the mind—the press, the radio, the theatre, the moving picture, even art itself. As the Russians would say, the entire “cultural apparatus” constitutes the educational system. This system is designed to further the policies of the Soviet state.

Third, and this is extremely important, Soviet education is monolithic in control. By this I mean that it is controlled from the center by the highest organs of the Communist Party. Consequently when changes are made they are made throughout the system. No exceptions are permitted, if those exceptions are discovered. Let me give you an illustration. Back in 1934, on the personal initiative of Stalin, at a meeting of the Central Executive Committee of the Communist Party, it was decided that the history textbooks used in the schools should be rewritten.

Committees of scholars were appointed to develop outlines for the new books. These outlines were then referred back to the Central Executive Committee of the Party, which criticized them severely and appointed a reviewing committee to go over them and make corrections. This committee was composed of the three most powerful men in the Soviet Union—Stalin, Kirov, and Zhdanov. At the time Kirov was the heir apparent and Zhdanov was regarded as next in line. Just think of it! The three most powerful political leaders in the country were asked to examine and criticize the outlines of textbooks for the teaching of history in the schools. They took their assignment seriously. Their "Remarks on the Outlines" were published and have served ever since as guiding directives for the writing of history textbooks to be used in Soviet schools. And here it should be noted that in the middle thirties the principle of the "stable" textbook was adopted. Each textbook for a particular subject for a particular grade is prepared with great care and then used throughout the system.

Another illustration revealing the monolithic mode of control was the abolition of a subject that had been developed in the 20's and early 30's in teacher training institutions. It was called Pedology and was a combination of scientific child study and educational measurements. In 1936, after a period of deliberation, a commission appointed to look into the matter issued a decree abolishing Pedology and Pedologists. I happened to arrive in the Soviet Union shortly after the issuing of the decree and in time to witness an important gathering of educational leaders. I first assumed that the aim of the conference was to discuss the decree. But I soon discovered that it was called to put the Pedologists "on the spot." Each educator who had written extensively on Pedology presented a paper in which he endeavored to show that he had never been a real Pedologist. But there was one man who had a very difficult task. He was the founder and leading exponent of Pedology. In his paper he confessed his sins, said he was awfully sorry, and placed responsibility on bourgeois influences surrounding his early years.

Now let us look at some of the changes that have taken place recently in Soviet education. I shall mention four. The first is a change in pupil-teacher relationships. In the 1920's many

American educators who went to Russia thought they found progressive education in full swing there. The children seemed to be running everything. There were no examinations, school marks, or home work. There was no systematic curriculum. The children even had a voice in the hiring and firing, and in the promotion of their teachers.

In the early 30's things began to change. Without going into details, I would say that at the present time the Soviet program of instruction is the most systematic that I have ever seen. There is an extremely careful gradation of subject-matter from the first year through the tenth, the period of primary and secondary education. The teacher is in complete charge. The children are bound by a strict code of twenty rules. [These rules can be found in the January 1944 issue of the *AMERICAN TEACHER*.] These rules prescribe the behavior expected of children in the school, on the street, at home, and in public places. Children are not supposed to attend moving picture shows or other places of entertainment without the permission of their teachers. Each has a pupil card, a kind of juvenile passport, which he must always carry. For violation of the rules a child may be punished up to and including expulsion from school. The entire program of Soviet education is extraordinarily severe and even formal.

The second great change is the abolition of coeducation in primary and secondary schools wherever possible. In 1943 a decree was issued abolishing coeducation in all communities large enough to maintain two school systems, one for boys and one for girls, for children between the ages of seven and seventeen. Many people have wondered why this change was made. You will find the reason given in the following words in the official Soviet *Pedagogy* on which I am basing a good deal of what I am saying tonight. "This decision was called forth chiefly by the necessity of differentiating the military-physical preparation of both sexes." The girls are supposed to study hygiene, child rearing, home economics, and so forth. They are being prepared for motherhood. The program for the boys I shall speak of later.

Third, a powerful emphasis is placed on the development of patriotism. In the official *Pedagogy* you will find a large chapter on moral

education. Here it is stated several times that education in Soviet patriotism is the most important part of education in communist morality. The word "Motherland," which is almost always capitalized, is one of the most common words in Russian pedagogical literature today. Back in the 20's the term was considered counter-revolutionary. But since the early thirties this emphasis on patriotism has grown until now it permeates the entire educational program from the very bottom to the top. Along with this has gone a tremendous glorification of Russia and the Russian people. I shall give you just one illustration.

In 1840 a distinguished Russian writer, Belinsky, who has been called the father of Russian literary criticism, made this prophecy: "We envy our grandchildren and great-grandchildren who are destined to see Russia in 1940 standing at the head of the civilized world, giving laws to science and art, and receiving reverent tribute from all enlightened humanity." This prophecy is quoted in the official *Pedagogy* with the following observation: "These remarkable words have been fulfilled."

There is also universal glorification of Russian military valor. I have two editions of a history textbook used in the elementary schools. The first edition was published in 1937, the second in 1945. In the former there survived some of the internationalism, some of the criticism of Russian nationalism characteristic of the early years of the revolution. In the account of the siege of Sebastopol during the Crimean War the 1937 edition stated that Russian soldiers "died daily by the hundreds." In the 1945 edition these same soldiers, instead of dying, "fought heroically." Such changes are taking place throughout Soviet education.

The great war through which we have just come is called the "Great Patriotic War." I wish I had time to tell you about the account of World War II which you will find in the Russian histories. I have a copy of the history textbook, used in the last year of the high school, which covers the period from 1890 down to the time when the book was written and includes the Great Patriotic War. All I shall say about this textbook is that in the 1945 edition there are only about thirty lines given to the military contribution of the Allies to the winning of the war. There is no reference to Lend-Lease, to the bombing of German industrial centers, or the battle of

the oceans. But the account does include a very glowing tribute to the British and American armed forces for the landing in Normandy. In the 1946 edition the account is reduced to 150 words, and the glowing tribute is gone. In this edition the Russians also take practically complete credit for the defeat of Japan.

The Russian textbooks speak of the Soviet Union as the most advanced, the most progressive, the most powerful, the greatest country in all the world and the hope of all progressive mankind. I wish I had time to give you the interpretation of America which you will find in these textbooks, but the hour is growing late.

We come now to the fourth great change—the emphasis on military training. Such training now begins formally for boys in the fourth grade. According to the official *Pedagogy*, every subject in the curriculum, from mathematics and science to the fine arts, should contribute to this end. And that is not the whole story, for you will find that this emphasis goes down to the nursery schools and kindergartens. I quote directly from the official *Pedagogy*: "In their games the little ones reflect the surrounding life. Here children play Red Army soldier; in their hands are little flags, on their uniforms and caps are the insignia of infantrymen, tankmen, sailors, and aviators. They march in formation to the tune of a martial song." This goes on from the age of three to the age of seven.

In conclusion I shall make a few general observations. The *Pedagogy* to which I have referred a number of times is a large book of about 250,000 words. You may be surprised to know that in this entire book the word "democracy" is used only once, and that is in a quotation from Lenin. The term apparently is for use abroad.

As you examine the Soviet educational program, I think you are driven to the conclusion that the Russians are expecting to rely wholly on their own strength in international affairs in the years ahead. In the entire *Pedagogy* there is not a single reference to the United Nations or to UNESCO. Nor is there any reference to the development of an understanding of the institutions and cultures of other peoples in the world.

As I have studied the Russian educational programs down through the years I have come to the conclusion that the Soviet Union is essentially a theocracy. This theocracy possesses a vast sacred literature and four major prophets.

In dealing with critical matters in educational and social philosophy writers invariably appeal to these prophets—Marx, Engels, Lenin, and Stalin. For example, the discussion of types of personality in an educational psychology begins with a quotation from a speech that Stalin made before a congress of the Communist Party.

In the *Pedagogy*, there is not a living political leader mentioned except Stalin, and he is mentioned again and again. He may be mentioned two or three times in the same paragraph, but there is no mention of any other living political leader—not even Molotov. Stalin is presented in truly heroic proportions. One illustration from the textbook account of the Great Patriotic War must suffice.

In the 1946 edition, which covers the conclusion of the war, there is a reference to a partisan girl, a young woman who has already become a kind of legendary figure in Russia. The book reports her last words as she faced the German firing squad as follows: "Fear not! Stalin is with us! Stalin will come!" The same book says that the peoples of the different Republics of the Soviet Union went to war with the battle cry, "For the Motherland!" "For Stalin!" Stalin never makes a mistake. The threat to the peace of the world of such a psychology is obvious.

Along with this development of loyalty to Stalin a similar attitude has been developed toward the Communist Party. It is said in a number of places in the *Pedagogy* that the Communist Party rules the Soviet Union. There is repeated reference, moreover, to "our best people." These people are, first of all, the Party members with Stalin at their head. Thus we see appearing in the Soviet Union an "aristocratic" state in the literal meaning of the world.

I should have pointed out earlier that the *Pedagogy* tells how every subject of the curriculum must be used to develop patriotism and the "sacred love" of the Motherland. It also proceeds to emphasize the corollary that this means the fostering of hatred, burning hatred, of all enemies. And it seems probable that anyone Stalin or the Party calls an enemy will be regarded as such.

What does all of this mean? I wish that I knew. It certainly disturbs me. Clearly the Soviet educational program contains a threat to the peace of the world and to the achievement of understanding among the nations.

How can we break through? The thing that

frightens me is this: If the Russians continue on their present course, we shall doubtless march down the same road. We are already at the beginning of that road. Before it is too late we must strive to persuade the Russians that this is the way of madness, that it is the way that ultimately will lead mankind to utter catastrophe.

WASHINGTON NEWS LETTER No. 1

(Continued from page 7)

PROBING COOPERATIVES

The House Small Business Committee has launched a national investigation of the Consumer Cooperative Movement, holding that the Cooperative Movement is inimical to free enterprise. (Free enterprise is not fully or exactly defined.) As a first step, the Committee began to investigate Greenbelt Consumer Services, Inc.

In the meantime, it is interesting to note the significant statement by John Brandt, President of Land O'Lakes, that a rift is in the offing between the cooperatives and big business. The so-called National Tax Equality Association, which has long played up anti-labor sentiments to its people, is now actively fighting against the cooperative farmer also. And Robert Olsen, President of the Minnesota State Federation of Labor, is asking the "co-ops" to join with organized labor in fighting a common foe.

AMERICA'S OPPORTUNITY

Excerpts from an address by
Natalie Ousley

"We Americans are singularly fortunate, if we only knew it, in having ten percent of our people colored. Americans are thus given a chance to get ready for the future. If we can work out cooperation here and now, on equal terms between colored and white, we shall be more ready for the future than we possibly could be if our colored people lived as far away from us, say, as India is from England. We have a unique chance to destroy a good deal of the world barriers between white and colored by doing it here in our own country."

The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

"Only as teachers are given an opportunity to learn about minority groups, identifying, understanding and helping to solve the problems arising in connection with these groups, will they in turn be able to help youth learn how to promote better relations between all groups that make up this country and our world."—DR. EDWIN H. MINER, Associate Commissioner, U. S. Office of Education.

CREDITS

Archbishop Joseph Ritter of the diocese of St. Louis took a forthright stand in opening Catholic secondary schools in that area to all Catholics regardless of race. A threatened lawsuit by white parents was prevented by the Archbishop's pastoral letter indicating that opposition to Negroes attending the school was a violation of Church principles and punishable by excommunication.

The University of Chicago has inaugurated a five-year program for the development of techniques for better human relations. The project is under the direction of Louis Wirth, professor of sociology, and a faculty committee of six.

The Governor's Interracial Committee of Minnesota has issued a pamphlet, "The Indian in Minnesota," which may be had for the asking. The booklet is not only a valuable historical survey of relations between the U. S. and the Minnesota Indians but also a factual presentation of the problems facing the Indians and suggested solutions.

At the 49th convention of the Texas State Federation of Labor a Negro vice-president was elected to the Executive Board.

Public Affairs Press of Washington, D. C., has issued a pamphlet by Etta C. Roberts entitled "Reason and Rubbish About the Negro—A Southerner's Views." Miss Campbell writes: "We Texans like to say that we do not need outside interference and that we would have solved the race problem long ago had it not been for such interference. But an idea is not necessarily all wrong because it did not originate in our own minds."

The AFL of California at its last convention set up a state committee against intolerance, with full-time paid employees. Jack Shelly, the new president of the State Federation, was active in 1945 in preventing the state legislature from passing laws to prevent the return of Japanese Americans to California, and was particularly interested in the formation of the anti-discrimination committee in the state AFL.

DEBITS

Leo Cherne, Executive Secretary of Research Institute of America, states that there have been "responsible estimates that the total cost of discrimination in our country is between 15 and 30 billion dollars a year."

Justice Felix Benvenge of New York ruled that the Metropolitan Life Insurance Co., though enjoying a 25-year tax-exemption privilege from the city, may exclude Negroes from its Stuyvesant Town Housing Project. The veterans who sought apartments will appeal their case to a higher court.

The British Columbia Immigration Department refused shore leave to Japanese-American seamen while their ship was in port. The Japanese-Americans were forbidden to go ashore under a World War II ruling which prevented any persons of Japanese racial origin from entering the restricted coastal area.

The Chicago Mayor's Commission on Human Relations reports that in 1946 "intergroup and inter-racial tensions increased markedly." The report shows:

- 35 arson or attempted arson attacks on Negro property
- 19 assaults on Negro or Negro-white groups
- 6 acts of violence against Jewish persons and institutions
- 2 acts of violence against Chinese
- 2 acts of violence against Japanese
- 1 act of violence against a Mexican.

Leon J. Obermayer, chairman of the B'nai B'rith Vocational Service Commission, reported in September 1947 that in the period 1935-45 the proportion of Jewish students in professional schools fell from 8.8% to 7.0%. In the medical schools, though enrollment increased, the number of Jewish students declined from 3,179 to 2,737; in dental schools the decline was from 1,715 to 1,196. "The fact that Jews go to college in the same proportion as eleven years ago," stated the report, "leads the Vocation Service to believe that the decline in professional courses is due, at least partly, to increased discrimination against Jews."

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BOOKS AND TEACHING AIDS

Stories of the Struggle For the Rights of Men

FOR THE RIGHTS OF MEN, by Carl Carmer. *Hinds, Hayden, and Eldridge, Inc.*, New York and Philadelphia. 1947. 64 pp. \$2.00.

High school students will enjoy reading Carl Carmer's well-told tales of Americans who fought for the rights of free men. But in addition to enjoyment, readers of this book will gain a new appreciation of the struggles which resulted in the rights which all Americans enjoy but which they too often are prone to take for granted.

The eight stories have a chronological span from the well-known struggle for "the rights of men" of John Peter Zenger through that of John Peter Altgeld. In between are described the struggles of other individuals and groups, some as well known as these two and others less well known. Among the latter, is the dramatic account of eight shoemakers who were brought into court in 1835, indicted on a charge of conspiracy for daring to form a labor union. Ably defended by John Edmonds, they won a verdict of "not guilty" and an important victory for labor's right to organize and to bargain collectively. Previously, even the United States Supreme Court had upheld a conspiracy charge in a similar case.

Comprehensive Guides To Audio-Visual Materials

The following general guides, catalogs, and periodicals are useful in locating audio-visual material on specific subjects:

Educational Film Guide. H. W. Wilson Co. The subscription price of \$3.00 includes the annual bound volume for July 1946-September 1947, continuing current issues to December 1948, and the October 1947-September 1948 bound volume.

Educational Screen. Published monthly except July and August by Educational Screen, Inc., 64 East Lake St., Chicago, Ill. \$3.00.

Educators Guide to Free Films. Annual. Educators Progress Service, Randolph, Wis. Mimeographed. \$4.00.

Film Forum Review. Quarterly. Institute of Adult Education, Teachers College, Columbia University, 325 West 120th St., New York 27, N. Y. \$1.00.

Film and Radio Guide. 172 Renner Avenue, Newark, N. J.

Making Films Work for Your Community. Educational Film Library Association, 45 Rockefeller Plaza, New York 20, N. Y. \$1.00.

News Letter. Monthly except June, July, August, and September. Bureau of Educational Research, Ohio State University, Columbus, O. Free.

New York University Film Library. Lists of films available for rental. 71 Washington Square S., New York.

See and Hear. Journal of audio-visual learning. See and Hear Division, E. M. Hale Co., Eau Claire, Wis. \$3.00.

Selected Educational Motion Pictures. Descriptive encyclopedia. American Council on Education, 744 Jackson Place, N.W., Washington 6, D. C. \$3.50.

Selected Films for American History by W. H. Hartley. Teachers College, Columbia University, New York, N. Y. 1940. \$2.25.

1000 and One. Blue book of non-theatrical films. The Educational Screen, 64 E. Lake St., Chicago 1, Ill. \$1.00.

Y. M. C. A. Motion Picture Bureau. Catalog of pictures. 347 Madison Ave., New York 17, N. Y.

The ILO—What It Is And What It Does

THE U. S. AND THE I. L. O., International Labor Office, 734 Jackson Place, N.W., Washington 6, D.C. 1947. 8 pp. Free.

Try this quiz on your social science class:

1. What do the letters ILO stand for?
2. What is the purpose of the ILO?
3. What kind of problems does the ILO deal with?
4. Does the United States belong to the ILO?
5. What is the relationship of the ILO to the United Nations?

The Answers:

1. International Labor Organization.
2. To promote peace by improving social and economic conditions among working people everywhere.
3. Questions such as working conditions, wages, hours, child labor, industrial safety, and social security.
4. Yes—the United States joined in 1934.
5. The ILO is a specialized agency of the United Nations.

"If any student answered more than two of these questions with reasonable accuracy, he is an exceptional student. And if you [the teacher] answered all five correctly, you are a very exceptional teacher."

Thus begins an informative pamphlet on the International Labor Organization prepared by its Washington office. Other questions pertaining to the organization are answered more fully and there are sections which explain the role of the United States and its stake in the organization. The success of ILO depends on public opinion, we are told, and the consequent importance of having that opinion well informed is pointed out. A pictorial chart, illustrative of the functioning of the international body, is included.

The pamphlet is clear, definite, and is intentionally written in simple language that can be understood by the high school student; but many an adult can profit from the facts it contains. Here are some of them:

The International Labor Organization is *not* an international trade union. Nor is it an organization for settling strikes. It is an organization of governments—of 52 nations—banded together to work for better economic and social conditions for labor around the world.

* * *

Now one of the specialized agencies of UN, the ILO was for many years an autonomous part of the League of Nations. It is the only surviving international organization of those created at the end of World War I.

* * *

The ILO's membership is similar to that of the United Nations, but not identical. Some countries in the United Nations are not members of the ILO—Syria, Lebanon, and the USSR, for example. Others are in the ILO but not in the United Nations—such countries as Italy, Austria, Switzerland, Ireland, and Bulgaria.

But while the ILO may look like a "little UN" at first glance, there is one great difference. The UN's authority rests entirely on the governments which make up its membership. The ILO, on the other hand, is controlled by representatives of labor and management as well as governments. Each member nation sends to the annual ILO conference one delegate nominated by the trade union movement, and one nominated by the employers' organization, as well as two government delegates. So the ILO speaks with authority derived from the economic groups within its member countries as well as from various governments.

* * *

The International Labor Conference takes two kinds of international action. It adopts labor Conventions, or treaties, and makes Recommendations to its Member Nations—by a two-thirds majority of delegates in each case.

* * *

The International Labor Organization has no sovereign rights. It cannot force a nation to do anything. But its world influence is great, nevertheless.

Here is how it works:

An International Labor Convention, or treaty, may cover, for example, sanitary conditions for merchant seamen, on shipboard. Each member government is pledged to submit the agreement to its national legislature for action. If it is approved, that nation must take steps to enforce the law and make regular reports on its application to the ILO. In 946 cases, during the 28-year history of the ILO, member nations have ratified individual treaties. The results have been felt in every corner of the world, in terms of improved labor standards and greater social security.

ILO Recommendations are submitted to the congresses of member nations to serve as guides for national legislation, but do not require ratification. But they do influence national legislation, for they represent the views of responsible workers, employers and government officials in a great majority of nations.

Aside from such legal steps, there is the work performed by the International Labor Office, which is the permanent staff of the ILO. It is a research agency, a publication house, and a committee of expert advisers, all rolled into one. It keeps tabs on wage, price and employment trends throughout the world; publishes technical journals and books; prepares preliminary drafts of the labor treaties and recommendations that go before the annual Conference; and sends its experts to every corner of the world, at the request of member governments, to make studies and recommend action to improve the conditions of labor.

•An example of this last activity is the ILO's mission to Greece. At the request of the Greek government, a group of ILO experts is going to Athens to help in the revision of Greece's labor laws.

* * *

It is true that Americans have been less affected than the people of some other countries by the work of the ILO, because their living standards were higher to begin with. Even so, in a number of instances, the statutory standards in the U. S. are below those of ILO conventions. And don't forget this: No nation can be secure unless all are secure. Americans enjoy high wages now. But they are more apt to keep on getting good wages if conditions are improved for workers in other countries, since the goods they produce will not have to compete with the goods produced by cheap labor. And workers in other countries, if their standards of living improve, will be able to buy more American goods.

For Beginners in Woodworking

CREATIVE CRAFTS IN WOOD, by Michael C. Dank.
The Manual Arts Press, Peoria 3, Ill. 1945. 200 pp. \$3.00.

With the increasing demand for handwork, this book fills a definite need. It is a book for the beginner, and treats of light woodworking such as can be done with the jig or coping saw. It is complete with designs and instructions both for making and for finishing useful articles. The book also takes up wood stippling and wood chipping, two distinct crafts for surface decorations. I find it very useful in my classes.

WILLIS GREEN, *Local 1, Chicago*

Index of Current Materials On Occupational Subjects

With the May issue, the publication of *Vocational Trends* was suspended. In its place Science Research Associates is publishing *Guidance Index*, a monthly bibliographical magazine which indexes current publications and materials on occupational and guidance subjects exclusively. During the year it carries annotations on nearly 1,000 different books, articles, pamphlets, monographs, films, and recordings in these fields, particularly emphasizing items which readers may obtain at little cost or free of charge.

The address of Science Research Associates is 228 South Wabash Avenue, Chicago 4, Ill.

NEWS FROM THE LOCALS

New Salary Schedules in N. Y. State Vary According to Size of Community

The present New York state salary schedule for teachers ranges from \$2000 to \$5125, with increments after the sixth year of service depending on "demonstrated ability as a teacher." Teachers with a master's degree receive \$200 more in each category than the amounts shown in the basic schedule given below:

| Year of Service | Schools Outside Cities of 100,000 or more | Schools in Cities of 100,000 to 1,000,000 | Schools in Cities of more than 1,000,000 |
|-----------------|---|---|--|
| 1 | \$2000 | \$2200 | \$2500 |
| 2 | 2150 | 2365 | 2688 |
| 3 | 2300 | 2530 | 2875 |
| 4 | 2450 | 2695 | 3063 |
| 5 | 2600 | 2860 | 3250 |
| 6 | 2750 | 3025 | 3438 |
| 7 | 2900 | 3190 | 3625 |
| 8 | 3050 | 3355 | 3813 |
| 9 | 3200 | 3520 | 4000 |
| 10 | 3500 | 3850 | 4375 |
| 11 | 3500 | 3850 | 4375 |
| 12 | 3500 | 3850 | 4375 |
| 13 | 3800 | 4180 | 4750 |
| 14 | 3800 | 4180 | 4750 |
| 15 | 3800 | 4180 | 4750 |
| 16 | 4100 | 4510 | 5125 |

(See May and October issues for further details about the New York schedules)

Elmhurst Salary Negotiations Reach Successful Conclusion

571 WEST SUBURBS, ILL.—The York Teachers' Council of York Community High School, Elmhurst, reports important gains made in negotiations carried on with its board of education. The York Council is one of the groups in the West Suburban local.

A schedule, effective September 1, provides for a basic minimum of \$2400 for teachers with a bachelor's degree and \$2600 for those with a master's. As set up at the present time, the schedule requires 20 years of service for the basic maximums of \$4100-\$4300. A definitely determined differential in salary, temporary in nature and effective only for the year in which extra service is rendered, will be granted to those

teachers performing special services—such as coaches, directors of dramatics, and heads of departments. Sick leave with full pay is indefinite and is operated on a cooperative plan whereby teachers substitute during their free periods whenever a regular substitute cannot be obtained.

Minneapolis Women Award Scholarships to Workshop

59 MINNEAPOLIS, MINN.—Two scholarships to the AFT Vacation Workshop at the University of Wisconsin School for Workers were provided by the women's local in Minneapolis. Chosen to receive the scholarships were Vera Brugger and Sophie Albinson.

Fresno Local Reports On Its Activities in Educational Affairs

869 FRESNO, CAL.—Although chartered but recently, the Fresno local is able to record a year of active participation in community and state educational affairs.

The union requested and was granted equal representation and time with a non-union teacher group at the fall General Teachers' Meeting. It has members on the County Coordinating Council and the Labor Council Legislative Committee, and members attend school board meetings. Throughout the last school year the union cooperated with the Central Labor Council.

With the support of the labor organization and six other city and community groups and with membership on the City Schools Salary Schedule Committee, the teachers were able to secure a raise of "\$600 plus \$96" instead of the previously suggested \$300.

The local has cooperated closely with the other locals in California through the state AFT organization. The local's secretary, Alice D. Drehmel, second vice-president of the state group, worked for union-supported legislation in Sacramento during the last session of the legislature. The Fresno local will be host to the state AFT group at its convention in November.

Helen C. White Is Appointed to Board Of Scholarships

223 MADISON, WIS.—Ten leaders from "the fields of cultural, educational, student and war veteran activities" were appointed in July by President Truman to a Board of Foreign Scholarships to select American students for study abroad under the Fulbright Act. Among the ten is Helen C. White, professor of English at the University of Wisconsin and a member of the AFT local at that institution.

Miss White has also been appointed a U. S. delegate to the second General Conference of UNESCO, which will be held in Mexico City this month.

Member at Illinois School for Deaf Dies Suddenly

919 JACKSONVILLE, ILL.—In the sudden death of Clyde W. Johnson, the Illinois School for the Deaf Federation of Teachers lost a strong union supporter and a most valuable and highly respected member.

With the increasing impairment of his hearing, Mr. Johnson, after a career as a reporter for the Associated Press, became interested in the education of the deaf. Since 1931 he was a member of the faculty of the Illinois School for the Deaf.

His master's thesis dealt with the reading problems of the deaf and his particular interest lay in acoustic training. Mr. Johnson contributed articles to two professional magazines, *Volta Review* and the *American Annals of the Deaf*, and to other magazines of national circulation. Among them were the *Saturday Evening Post*, the *Country Gentleman*, *Nation's Business*, *Better Homes and Gardens*, and *Coronet*. His *Saturday Evening Post* story of his own home, built to utilize sound to the full extent of scientific knowledge, attracted nation-wide attention.

Arthur Elder Given Award for Leadership

231 DETROIT, Mich. — Arthur A. Elder, president of the Michigan Federation of Teachers, vice-president of the AFT, director of the Workers' Educational Service of the University of Michigan, and director of the Labor Education Service of the Department of Labor, was honored by being presented with an award by the Workmen's Circle of Detroit. The award was made in recognition of his "distinctive contribution in developing workers' education so successfully and for his militant leadership of Michigan's organized teachers."

Indiana Locals Act on Important Problems

Action on three important subjects was taken by the Indiana Council of Teachers Unions at its Terre Haute convention in May. It condemned the use of rating scales in determining salaries of teachers, asked the General Assembly to end discrimination against teachers by permitting them to run for public office, and urged the abandonment of discrimination against married women teachers.

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Building a House. The actual construction of a home is presented so skillfully in this EBFilm that very small youngsters easily get a clear idea of this complicated process. Related EBFilms for your library: *Making Shoes*; *Making Cotton Clothing*; *Paper*; *Cotton*; *Making Books*.



Live Teddy Bears. The cute antics of the strange little Australian bear (Koala) delight small pupils while greatly extending their scope of interest and understanding. Related Films you should own: *Elephants*; *Animals of the Zoo*; *Black Bear Twins*; *Adventures of Bunny Rabbit*; *Gray Squirrel*; *Goats*; *Horse*; *Three Little Kittens*; *Common Animals of the Woods*.



Drawing with a Pencil. The eminent artist, Kautsky, after making preliminary sketches, selects his preference and completes a charming drawing of a shingle-and-stone lodge. A thorough and instructive technical demonstration. Related Films for your library: *The Making of a Mural*; *Painting Reflections in Water*; *Brush Techniques*; *Pottery Making*; *Plastic Art*; *Modern Lithography*.

*Color films.

Butte Local and School Board Sign Master Agreement

A MASTER agreement signed March 24, 1947, by representatives of the Board of Trustees of School District No. 1 and the Butte Teachers Union, Local 332, culminated negotiations begun January 22. Significant gains are contained in the new agreement. These include a salary scale for classroom teaching ranging from \$2200 for an inexperienced teacher with two years of college preparation to \$3800 for a teacher with ten years' experience and an M.A. degree; a scale for grade school principals from \$4000 to \$4300 based on training and experience; sick leave of ten days each year with full pay; and a ten-month school term.

Since legal restrictions would not permit the levying of sufficient millage to meet the new scale and the increased operating costs without a special election, the union and the Board faced the problem frankly. The Board issued contracts on the new scale prior to April 1, 1947; the union, in return, agreed to put on an all-out publicity campaign to acquaint the voters with the issues and to solicit their support. The union further stated that should the election fail, the membership would not return to school in September until, in a special election,

the voters would approve the needed millage and thereby assure sufficient monies to operate the schools.

A vigorous campaign was conducted by Local 332. Dodgers, newspaper ads, radio talks, spot announcements, and speeches before the majority of unions and civic clubs informed the public of the critical situation in the schools. Prominent citizens, including members of the Protestant, Catholic and Jewish clergy, broadcast in behalf of the cause. The voters responded and the levy passed by a 3 to 1 ratio.

Practically every union member assisted in the campaign in one phase or another. Some served on the finance committee, which became the negotiating committee. Others worked out the salary scale. Still others served on the publicity committee, which included a radio section and a newspaper section. Excellent cooperation and teamwork characterized the entire drive.

An unusual feature in the negotiations was that the union bargained not only for the teachers but for the administrative staff. All administrators except the superintendents are now union members, and all but five of the teachers are in the union.

MASTER AGREEMENT BETWEEN THE BOARD OF SCHOOL TRUSTEES, DISTRICT NO. 1, AND THE BUTTE TEACHERS' UNION

THE BOARD of School Trustees of District No. 1, Silver Bow County, and the Butte Teachers' Union, Local 332, on this 24th day of March, 1947, enter into the following agreement relative to salary schedules and working conditions.

SALARY SCHEDULES

The single salary principle of equal salary for equal training and experience shall prevail. The time necessary to reach maximum salary in any training bracket will be ten years. Advances for increased training shall be made on a yearly basis instead of on a quarterly basis as has heretofore prevailed. All experience shall count in full. No teacher now employed in the district shall be rated as having less than two years' training.

Classroom Teaching Scale

| Experience | 2 years | 3 years | B.A. | M.A. |
|------------|---------|---------|--------|--------|
| 0 | \$2200 | \$2400 | \$2600 | \$2800 |
| 1 | 2300 | 2500 | 2700 | 2900 |
| 2 | 2400 | 2600 | 2800 | 3000 |
| 3 | 2500 | 2700 | 2900 | 3100 |
| 4 | 2600 | 2800 | 3000 | 3200 |
| 5 | 2700 | 2900 | 3100 | 3300 |
| 6 | 2800 | 3000 | 3200 | 3400 |
| 7 | 2900 | 3100 | 3300 | 3500 |
| 8 | 3000 | 3200 | 3400 | 3600 |
| 9 | 3100 | 3300 | 3500 | 3700 |
| 10 | 3200 | 3400 | 3600 | 3800 |

Grade School Principal Scale

| Experience | 2 years | 3 years | B.A. | M.A. |
|--------------------|---------|---------|--------|--------|
| Maximum (10 years) | \$4000 | \$4100 | \$4200 | \$4300 |

In cases in which the principal has fewer than ten years of teaching experience, the rule will be \$400 above his or her pay were he or she in the classroom. Training and experience being equal, no salary variation shall exist between a teaching principal and one whose duties are entirely supervisory. No principal currently employed shall be rated as having less than two years' training.

Administrative Staff

[The Union and the Board in negotiations agreed that the two chief administrative positions, namely, the Superintendent of Schools and the High School Principal, were to have salaries set by the Board. Salaries for all other administrative positions were included in negotiations. The scale agreed to is given below.]

| | |
|--|--------|
| Senior assistant high school principal..... | \$4750 |
| Junior assistant high school principal..... | 4530 |
| *Dean of Girls..... | 4200 |
| *Co-ordinator of Vocational Education..... | 4300 |
| **Chief Athletic Coach..... | 4200 |
| (Plus supplementary contract) | |
| **Music Supervisor..... | 3800 |
| (Plus supplementary contracts) | |
| Caseworker | 3600 |
| *Positions so indicated are determined on same scale as grade school principals. | |
| **See supplementary contracts. | |

Supplementary Contracts

The Union agrees to the following supplementary scale for the athletic department:

| | |
|------------------------------|-------|
| Chief high school coach..... | \$800 |
|------------------------------|-------|

| | |
|------------------------------------|-----|
| Assistant high school coaches..... | 400 |
| Grade school coaches..... | 250 |
| (i.e., regular teachers) | |

The Union agrees to the continuation of the payment of supplementary contracts to Music Supervisor H. J. Schiesser and his wife.

| | |
|---------------------------|-------|
| H. J. Schiesser..... | \$550 |
| Mrs. H. J. Schiesser..... | 700 |

All supplementary contracts agreed upon are to be paid from the Athletic Fund in the high school.

No other extra-curricular fields are covered by supplementary contracts. However, both the Union and the Board agree that the administrators will equalize the load for teachers doing extra-curricular work so that no teacher will have an unduly heavy program.

THE SCHOOL YEAR

Salaries shall be paid in ten monthly installments. A teaching year shall be 190 days of actual teaching. The yearly schedule, if possible, shall include a two-week Christmas vacation and a one-week spring vacation. The schedule shall be so arranged that the term ends by June 15 of any year.

SICKNESS AND DEATH-IN-FAMILY LEAVE

A teacher shall be allowed each year an annual leave of ten days with full salary for personal illness or because of a final illness and death in the immediate family. An additional five days for either of the above reasons will be allowed in which the teacher receives the difference between his or her pay and the substitute's. In cases of prolonged illness the Board, after due consideration, may grant the teacher the difference between his or her salary and the amount being paid the substitute. All adjustments on this basis will be handled through a union committee working with the Board. Immediate

Local Urges Democratization Of College Administration

624 EAST LANSING, MICH.—The AFT local at Michigan State College has issued a pamphlet entitled *Proposed Modern Government for M.S.C.* The sub-title states: "For forty years there has been no material change in the structure of government. In those years we have changed from a small agricultural and engineering college to a major university. It is time to discard an archaic and obsolete system." In 1909 the college had 1000 students but by 1947 the number enrolled had reached almost 14,000.

Declaring that the present organization, with voting power limited to associate and full professors, is undemocratic and inefficient, the union proceeds to outline a form of organization which would democratize the school's government and at the same time make it more efficient. A chart of the proposed plan and a consideration of hypothetical cases make clear the functioning of the proposed reorganization.

The whole plan, with specific details of operation, is available in mimeographed form from the Secretary of the Teachers Union, Michigan State College, Room 202, Morrill Hall, East Lansing, Michigan.

family, for purposes of this rule, shall mean wife, husband, children, parents, brothers or sisters. Illnesses will be certified by the principal. In cases of prolonged illness, doctor's certificates will be furnished to the Board if requested.

Any teacher who violates this rule shall forfeit completely his or her rights under the rule for a period of three years. Violations shall be investigated completely by a union committee and the rule shall be strictly enforced.

YEARLY NEGOTIATIONS

Negotiations shall begin each year after January 1 and shall be completed by April 1.

In case of emergency this contract may be opened at any time with the consent of both parties.

The Union agrees to issue the following rider with the contracts:

"The Finance Committee and the Teachers' Union considers that point Number 3, the issuance of the contracts on the new scale, prior to April 1, is the pivot of the negotiations. Attorney-General Bottomly's decision states that the Board is free to issue contracts prior to April 1 and to then submit the needed millage increase to the voters. The Union agrees that if the Board grants the contracts prior to April 1, the Union will sponsor an all-out publicity campaign to put the millage over. The Union further states that should the electorate fail to authorize the millage increase, the Butte teachers will not return to school in September until by vote of the electorate the millage needed is approved and the required funds therefor assured."

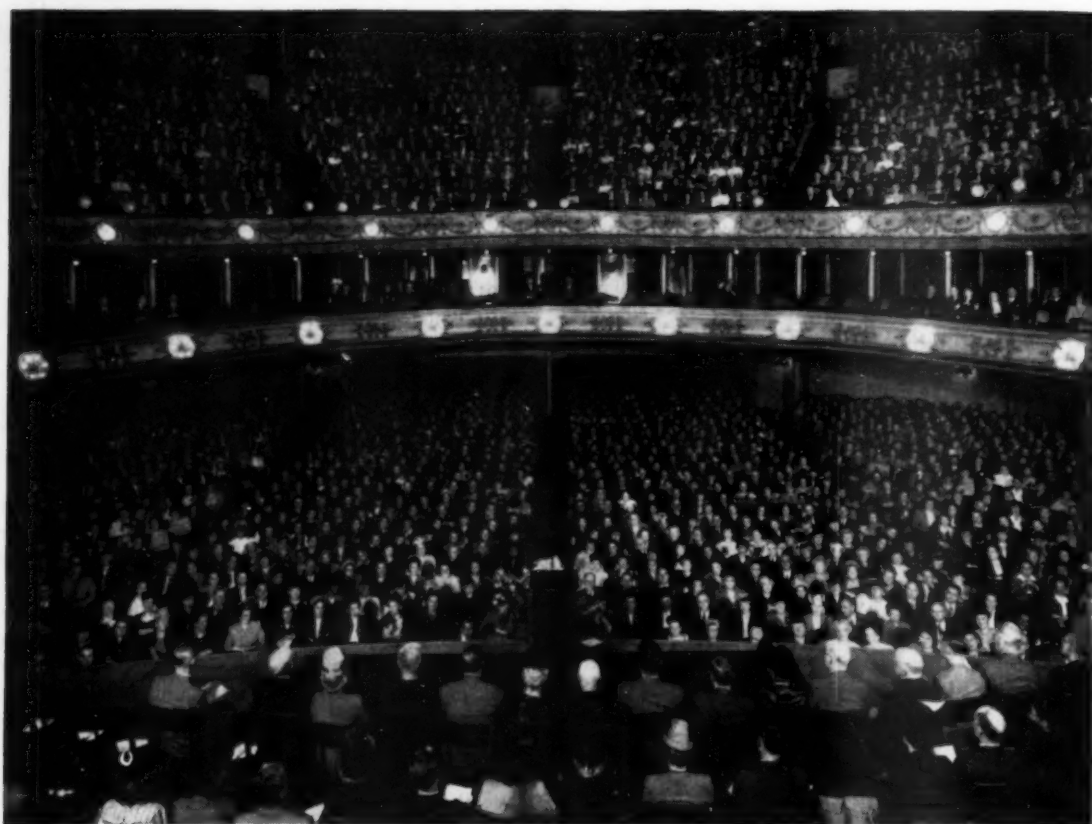
In all points other than those covered in this agreement the existing rules agreed upon by the Board and the Union shall prevail.

Open Examinations Offered For Chicago Principalships

The Board of Examiners of the Chicago Board of Education has asked us to announce that competitive examinations for the certificate of principal in the Chicago Public Schools will soon be offered and will be *open to all qualified persons*. The Chicago Teachers Union welcomes the announcement of the change from the former policy of limiting such examinations to teachers already employed in the Chicago Public Schools.

Since 1941 the Chicago Teachers Union has advocated open examinations for all positions in the Chicago Public Schools. From 1933 until very recently, however, it had been the policy to offer the examinations, with few exceptions, only to persons already in the Chicago public school system or graduates of the Chicago Teachers College.

Those interested should write *immediately* for the folder announcing the qualifications and the procedure to be followed, since official application blanks, proof of U.S. citizenship, proof of age, transcripts of credits, etc., must be filed before noon of November 22. Candidates must be under 49 years of age, unless they are already teaching in the Chicago Public Schools.



CHICAGO TEACHERS UNION HOLDS MEETING IN ORCHESTRA HALL

When the members of the Chicago Teachers Union assemble, it is necessary to hold the meeting in one of the largest halls in the city. A large crowd attended the meeting on October 3, at which addresses were made by: Herold C. Hunt, new superintendent of schools; Charles J. Whipple, new president of the Board of Education; Joseph F. Landis, AFT president; Victor Olander, secretary-treasurer of the Illinois State Federation of Labor; William Lee, president of the Chicago Federation of Labor; Mrs. Helen Hefferan, former member of the Board of Education; and John Fewkes, president of the Chicago Teachers Union.

AFT Locals of Westchester County, N. Y., Hold Conference at Mount Vernon

Not quite a year after the teachers' unions of Mount Vernon, New Rochelle, and Yonkers formed a county federation in Westchester County, New York, they planned and held a highly successful conference at Mount Vernon. The theme of the conference, at which Miss Margaret Lakeman of New Rochelle presided, was "Teachers, What of the Future?"

At the morning session E. M. Taylor, secretary of the county union from Mount Vernon, was chairman of the panel discussion. Panel speakers included Mrs. Henrietta Glatzer, psychotherapist at the Guidance Center, New Rochelle, whose topic was "The Teachers' Personality"; Mrs. Evelyn H. Dickey, president of the Federation of Teachers of Wilmington, Del., who spoke on "Education in the Community"; Dr. Lester Dix of the Bureau for Inter-

cultural Education, New York City, who urged teachers to get their own thinking straight and put ideas before techniques in preparing the child for one world. The inadequate and short-sighted provision made at the 1947 legislative session to meet the crisis in education was severely criticized by Dr. A. Lefkowitz, legislative chairman of the Empire State Federation of Teachers' Unions.

The luncheon speaker, Joseph F. Landis, national president of the AFT, discussed teacher shortages, overcrowded classes, and inadequate planning to finance increased education costs.

The resolutions committee, headed by Miss Jane Souba of New Rochelle, presented a resolution in opposition to the "unjust and uneconomical" use of counties to raise additional funds for education, and another asking that the responsibility

for collecting the added monies for the state-mandated salary schedule be returned to the state, where it belongs. Other resolutions included opposition to many provisions of the Taft-Hartley bill and a statement urging more scholarships to students for intercultural relations courses.

AFT Membership

Trebles at Milwaukee State Teachers College

79 MILWAUKEE, WIS.—Membership in the AFT local at the Milwaukee State Teachers College more than trebled in the last school year. A series of monthly supper meetings with programs devoted to the education of members on labor and educational problems had excellent attendance.

Louisville's New Salary Schedule Brings Substantial Increases

672 LOUISVILLE, KY.—The Louisville school board, after a long period of work by the AFT local, adopted a new salary schedule which gives substantial increases to the teachers of the city.

Complete realization of this schedule will not come until the school year 1948-49. Teachers in each training level will be limited in the 1947-48 year to a raise approximately equal to the difference between minimums of the new and the old schedules at each training level. In addition, no teacher will receive an increment so great as to place him beyond his proper place on the new schedule. The following is the new schedule:

| Years of Experience | 2 Yrs. College | 3 Yrs. College | A. B. Degree | M. A. Degree |
|---------------------|----------------|----------------|--------------|--------------|
| 0 | \$2000 | \$2200 | \$2400 | \$2600 |
| 1 | 2075 | 2275 | 2500 | 2700 |
| 2 | 2150 | 2350 | 2600 | 2800 |
| 3 | 2225 | 2425 | 2800 | 3000 |
| 4 | 2300 | 2500 | 3000 | 3200 |
| 5 | 2375 | 2575 | 3100 | 3300 |
| 6 | 2450 | 2650 | 3200 | 3400 |
| 7 | 2525 | 2725 | 3300 | 3500 |
| 8 | 2600 | 2800 | 3400 | 3600 |
| 9 | 2675 | 2875 | 3500 | 3700 |
| 10 | 2750 | 2950 | 3600 | 3800 |
| 11 | 2825 | 3025 | 3700 | 3900 |
| 12 | 2900 | 3100 | 3800 | 4000 |
| 13 | | 3200 | 3900 | 4100 |
| 14 | | | | 4200 |

Radio Programs on Intercultural Education Sponsored by Sioux City Local

828 SIOUX CITY, IA.—Outstanding among the intercultural education programs presented by AFT locals during the last school year was that sponsored by the Sioux City Federation of Teachers.

Last November the education committee of the local prepared a panel discussion on intercultural education for presentation on a local radio station, KTRI. The participants, most of whom were members of the local, represented various nationalities, creeds, and minority groups. Radio station officials were so favorably impressed by the quality of this program that they invited the local to sponsor a series of weekly programs entitled TOLERANCE TABLE.

"The members of Local 828 considered this request not only a privilege, but also an opportunity to interest the community in better human relations and understanding," reports Dorothy P. Kay, chairman of the education committee of the local.

The committee met with the pub-

licity and public relations committees, and together they planned a series of thirteen programs. Then the education committee formulated the final plans and obtained a director for each program. In each case the director was an AFT member, who assumed the responsibility of choosing people in the community to assist with the presentation.

Following is the list of titles and dates for the entire series:

- Feb. 13—*Probing Our Prejudices*
- Feb. 20—*Problems and Implications of Intercultural Education*
- Feb. 27—*The Effects of Intolerance upon the Individual*
- Mar. 6—*Local Problems of Minority Groups*
- Mar. 13—*Building Social Tolerance*
- Mar. 20—*Occupational Tolerance*
- Mar. 27—*Religious Tolerance*
- Apr. 3—*Youth and Tolerance*
- Apr. 10—*The Influences of Art on Intercultural Relations*
- Apr. 17—*The Influences of Literature on Intercultural Relations*
- Apr. 24—*The Influences of Music on Intercultural Relations*

Ohio AFT Locals Hold Convention In Columbus

The annual convention of the Ohio Federation of Teachers was held in Columbus in May. During the morning session, delegates considered organizational matters and listened to an address by AFT Secretary-Treasurer Irvin R. Kuenzli on international and national labor and educational developments. In the afternoon the delegates broke up into committees to consider tenure, retirement, teacher welfare, educational policies, and organization. Convention emphasis was placed on financial aid to the schools and threats to civil liberties in anti-labor legislation.

Evelyn Dickey Given Americanism Award By B'nai B'rith

762 WILMINGTON, DEL. — Evelyn H. Dickey, former president of the Wilmington local, is the recipient of the B'nai B'rith Annual Americanism Award. Presentation of the award was made in May.

May 1—*One World or Else*

May 11—*Human Understanding Is Sioux City's Contribution to World Peace*

In all of the programs the discussion was presented from the local point of view, with emphasis on specific illustrations.

Members of various minority groups and persons of different faiths and nationalities had an opportunity to make a contribution on the program series. Among the participants in the discussion were representatives from the Community House, the P.T.A. Council, the Art Center, labor groups, the public libraries, and various service groups, as well as church leaders, business men and women, and teachers and students from the schools and the colleges.

Local 828 has been asked to send a representative to the newly formed Sioux City Human Relations Group. Some members of the local have joined the new chapter of the National Association for the Advancement of Colored People.

Newark Teachers Negotiate Improved Salary Schedule

481 NEWARK, N. J.—After a period of negotiation Newark teachers were granted a salary increase of \$600 effective as of February 1, 1947. Meanwhile, work continued on a new schedule which was finally agreed on and made effective as of July 1, 1947, except for secondary teachers, librarians, and counselors employed on the former secondary schedule prior to June 30, 1946. These groups are to continue on the secondary schedule until they reach its \$5200 maximum, when they will transfer to the new schedule. The two schedules are given below:

| Step | New Schedule | Former Secondary Schedule |
|------|-------------------|---------------------------|
| 1 | \$2600 | \$2800 |
| 2 | 2800 | 2900 |
| 3 | 3000 | 3000 |
| 4 | 3200 | 3100 |
| 5 | 3400 ¹ | 3200 |
| 6 | 3600 | 3400 |
| 7 | 3800 | 3600 |
| 8 | 4000 | 3800 |
| 9 | 4200 | 4000 |
| 10 | 4400 | 4200 |
| 11 | 4400 ² | 4400 |
| 12 | 4600 ³ | 4600 |
| 13 | 4800 | 4800 |
| 14 | 5000 ⁴ | 5000 |
| 15 | 5200 | 5200 |
| 16 | 5400 ⁵ | |

1. Point at which teachers begin to receive recognition for advanced degrees or educational equivalent.
2. To advance beyond this point teachers without degrees and in the system prior to July 1, 1946, must present satisfactory evidence of having completed 12 credits for advanced standing.
3. Maximum for those with a bachelor's degree or less. (All teachers now hired must have at least a bachelor's degree.)
4. Maximum for those with a master's degree or 32 credits or approved equivalent.
5. Maximum for those with a master's degree plus 32 credits or approved equivalent.

It will be noted that, according to the new schedule, recognition for advanced professional preparation will be given only after the fifth step on the new schedule has been passed. For the master's degree or its approved equivalent, an additional step on the schedule will be granted. For six years of preparation or its approved equivalent, a second additional step on the schedule will be granted, provided that no teacher

shall receive more than one additional step in any one year.

Under the new schedule, a teacher meeting the six-year requirement before attaining the fourteenth step on the schedule will receive the \$5400 maximum in fourteen years. A teacher meeting the five-year requirement before attaining the twelfth step will receive the \$5000 maximum in thirteen years.

Equivalents to formal degrees are to be determined by a board of review.

The union is hoping that in the future the rest step at \$4400 may be eliminated and that all teachers regardless of advanced degrees or equivalents will be eligible for the \$5400 maximum.

In their campaign for higher salaries Newark teachers had the loyal support of Vincent J. Murphy, labor mayor of the city. He was instrumental in getting the beginning salary set at \$2600 instead of the \$2500 first proposed by the city commission.

Favorable Pension Legislation Passed Through Efforts of Washington Locals

The passage of a new teachers' retirement law in Washington marks an important gain for the teachers of that state. The legislation was actively supported by the Washington State Federation of Teachers and by the State Federation of Labor. The law went into effect July 1.

The *Washington Teacher* summarizes its major provisions as follows:

1. A teacher 60 years old with 30 years of service will receive on retiring a pension of \$100 a month, plus an annuity which will be determined by the total amount of his annual contributions.

2. If a teacher who has taught 30 years retires before the age of 60, his pension will be reduced \$2 per month for each year of age below 60. A teacher retiring at the age of 55 with 30 years of service would receive a pension of \$90 a month.

3. Another provision of the law states that if a teacher retires at the age of 60, but with less than 30 years of service, he will receive "X-30ths" of the \$100 a month. That is, if he has taught 25 years, his pension will be 25/30 of \$100 per month.

4. The pension is payable at the end of each month.

5. Teachers now in service, but

Tenth Anniversary Celebrated by Local In Springfield, Mass.

484 SPRINGFIELD, MASS.—Local 484 celebrated its tenth anniversary last spring with a banquet at the Hotel Sheraton. Among those present were Dr. Conklin of Springfield College, the first president of the local; Robenia Anthony, former AFT vice-president, and other charter members.

During its ten-year history the union has numbered among its members several present faculty members of Springfield College—the president, the dean, and department heads—while they were classroom teachers. Present membership includes, in addition to college instructors, representatives from classical and commerce high schools as well as from the trade and technical schools and junior high and elementary grades. Two of its members have been exchange teachers, one in Los Angeles and the other in Hawaii.

who are not members of the Retirement System, may apply for admission between July 1 and December 31, 1947. New teachers become members of the Retirement System automatically.

6. Teachers now retired will automatically receive the benefits of the new law. But teachers recently retired, but who have not made application for the pension, should do so at once.

7. The new law provides for a disability payment of \$60 to \$100 a month beginning on the sixty-first day of disability.

8. The cost to the teacher is 5 per cent of his salary up to \$3,600, including disability premium, which will be deducted from each pay check.

Salaries Increased In Grosse Pointe

819 GROSSE POINTE, MICH.—A new salary schedule, effective in September, was negotiated in Grosse Pointe. It provides for a range of \$2500 to \$4300 for teachers with a bachelor's degree and \$2700 to \$4500 for those with a master's.

THE TAFT-HARTLEY BILL—A Major Political Issue

Although the Labor Management Relations Act of 1947, better known as the Taft-Hartley Law, applies only to those engaged in industries and activities that pertain to interstate commerce, the scope and consequences of the measure are of deep concern to all Americans. The Act was passed by the 80th Congress over the vehement protest of labor and civic groups and over President Truman's veto. A recent Gallup Poll disclosed that only 22% of the general public favors the bill. Revision or repeal was approved by 53%. A large number confessed ignorance of the content of the law.

The new law changes drastically the National Labor Relations Act of 1935 (the Wagner Act), which was hailed as Labor's Magna Charta. The Wagner Act protected workers in their right to organize unions of their own choosing without interference by employers. It further provided for collective bargaining in good faith between employers and employees.

Under the Taft-Hartley Act:

1. Contracts which make union membership a condition of employment are banned. A restricted form of "union shop" is permitted provided that a majority of all the workers in the plant (not just a majority of those voting) vote for it.

2. Engaging in certain strikes, boycotts, or mass picketing constitutes a violation subject to severe penalties and money damages.

3. Charging excessive initiation fees to members under union shop agreements is listed as an "unfair labor practice." Excessive fees are not defined, so that it would be up to the National Labor Relations Board to determine what fees a union may charge.

4. To compel an employer to pay for work which is not actually performed is also an "unfair labor practice." This provision is probably aimed at methods of spreading work termed "featherbedding." But it might be interpreted to ban payment for rest periods, holidays, and vacations.

5. Dues "check offs" and welfare funds are sharply restricted.

6. Strikes by government employees are outlawed. An employee violating this provision is subject to

immediate dismissal, forfeiture of civil service status, and denial of re-employment for three years.

7. Unions are responsible for whatever an officer or agent may do, even if the union never authorized or approved the action. The term "agent" may be declared to mean any union member. This stipulation has resulted in unions withdrawing "no strike" clauses from their agreements to avoid damage suits resulting from possible unauthorized "wild cat" work stoppages.

8. It is a criminal offense for a union to make "contributions or expenditures" in connection with primary and general elections for President, Senators, or Congressmen. Union publications may not carry information or recommendations concerning candidates for federal office. This prohibition applies to all unions whether they affect interstate commerce or not. The constitutionality of this section will be tested in court. It is clearly an infringement of the freedom of speech and freedom of press.

9. A "cooling off" period of 60-80 days must elapse before a strike can be called. Within 30 days of the expiration of the contract if no agreement is reached on the terms of the new contract, notice of the existence of a dispute must be sent to the federal and state mediation and conciliation agencies. The Act does not prevent strikes. It merely introduces government intervention in negotiations between employers and employees. The conciliators have no legal powers and operate on a voluntary basis.

10. Supervisors, including foremen, have no collective bargaining rights. They can be fired for belonging to a union and the employer need not recognize or bargain with them.

11. Before a union can secure the aid of the National Labor Relations Board to certify it, or to hold a union shop authorization election, or to prosecute an employer for unfair labor practices, it must fulfill the following conditions:

A. The Union must file with the Secretary of Labor:

a) constitution and by-laws

b) names, titles, compensations, and expense allowances of the union officers

c) amount of initiation fees and dues

d) description of the union organization and functioning; i.e. procedures of holding meetings, election, and other union activities

e) a financial report showing all income, assets, liabilities, disbursements, and purposes thereof

f) proof that the union has furnished a copy of the financial report to every one of its members.

B. All state, national, and international bodies with which the local is affiliated must file similar reports. No such records or information are required from employers or employer organizations.

C. A sworn affidavit must be filed with the National Labor Relations Board by each local, state, national, and international officer stating that he or she is not a member of the Communist Party or affiliated with it. This affidavit is valid for only one year and must be renewed each year. If any one officer of a local refuses to prepare such an affidavit, then the local is denied the services of the NLRB but it is still subject to all rulings and penalties made by the Board. If one of the national or international officers refuses to sign such an affidavit, then all affiliated locals are debarred. Again it should be noted that employers or employer organizations are not required to take such oath. Labor officials rightfully resent such class discrimination. Apparently membership in Fascist and Nazi organizations is not objectionable, as only the Communist Party is specified.

The above are but a few of the many provisions of the Act. The entire Taft-Hartley Law consists of 334 paragraphs covering 72 subjects. It has been described as "heaven for lawyers, purgatory for employers, and hell for workers."

Labor regards the T-H Act as a threat to its rights and freedom. It fears that the pattern of industrial peace achieved through collective bargaining will be destroyed and that labor-management conflict and industrial chaos will follow.

Hospitality in your hands



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